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| Lesson Title: | | Transitions | | | | | | | | | |
| **Teacher:** | Kimberly Hetrick | | **Hour:** | | 1st  (grade 6), 4th/6th; 5th/7th (ELL) | | | | | | |
| **Week:** | March 28-April 1, 2011 (research) | | **Date:** | | April 4-8, 2011 (Presentations) | | | | | | |
| **Unit:** | Seven Habits of Highly Effective People (Reading); Figurative Language (Language Arts) | | **Target Grade Level: 8** | | | | | | | | |
| **Course:** | Reading and Language Arts | |  |  | |  |  |  |  |  |  |

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| **Learning Target(s):** | Highly effective people readily handle many transitions in their personal and professional lives. This lesson will focus on the transition from middle school to high school.  Essential Understanding: Transitions (What is it? Why does it matter to me? How do I handle it?)  Figurative Language Vocabulary:  Alliteration  Onomatopoeia  Simile  Metaphor  Personification  Hyperbole  Define vocabulary and properly match definition with word. Write examples of each figurative language term.  Demonstrate understanding of essential understanding and vocabulary by writing sentences or phrases using figurative language to describe transition from middle school to high school. |
| **Criteria for Success:** | Students will use classroom ITOUCH to build background concept knowledge of “transitions”.  Students will be given a pre/post test matching figurative language examples with proper term. Increases in individual knowledge gain will be acknowledged and celebrated in class.  Students will create Wordle and Glogster documents to graphically interpret and demonstrate transition challenges (positive and negative) from middle to high school.  Students will write blog reflections about the experience and lessons learned about transitions and how these lessons relate to class book study “The Seven Habits of Highly Effective People”. |
| **Progression of Learning:** | Vocabulary definition and understanding; Using six types of figurative language, write about transition to high school. Peer review and edit sentences. Transfer sentences into Wordle.  Write a blog reflection about what Wordle art expressed and individual meaning of transitioning from middle to high school.  Create Glog using figurative language infused sentences.  Publish glog.  Present Wordle, Glog, and Blog to class. Identify how habits and skills are applied in successful transitions.  Take notes on presentations and blog reflections and ideas for improvement to fellow peers.  Write a blog reflection on lessons learned about “transitions” as they relate to habits of highly successful people.  Read peer responses to blog and edit glog accordingly. Republish glog.  Successfully pass written matching assessment on figurative language and definitions. |

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| **Content Area Standards, Essential Learnings, and Evidence Outcomes** | **21st Century Skills and Abilities** | **ISTE NET-S, ITEEA, or L4L Standards Addressed** |
| Stylistic devices and descriptive details in literary and narrative texts are organized for a variety of audiences and purposes and evaluated for quality. (8RWC3.1)  Write using poetic techniques (alliteration, onomatopoeia); figurative language (simile, metaphor, personification, hyperbole); and graphic elements (capital letters, line length, word position) for intended effect (DOK 1-3) | * Collaboration and Teamwork * Critical Thinking, Reasoning, and Problem Solving * Invention, Innovation, and Creativity * Self-Direction * Information Literacy * Global Awareness * Inquiry Questions * Relevance and Application * Nature of Discipline | **Communication and Collaboration**  Students use digital media and environments to communicate and work collaboratively. Students:   |  |  | | --- | --- | | a. | interact, collaborate, and publish with peers employing a variety of digital environments and media. | | b. | communicate information and ideas effectively to multiple audiences using a variety of media and formats. | |

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| **Pre-Assessment Summary** |  | **Post-Assessment Summary** |
| KWL Chart answering questions.  What are transitions? |  | Wordle- Identify common words and phrases when talking about middle to high school transition.  Glogster-Graphically demonstrate middle to high school transition issues.  Blog reflection-How does “transition” relate to our book study, “The Seven Habits of Highly Effective People”?  Assessment of figurative language terms (matching) |

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| **Summary of Differentiation Strategies and Students** |  | **Summary of Research Based Instruction Strategies** |
| Adjusted student expectations for grade 6 by… (coordinated by ELA teacher who is teaching Covey’s 6 Great Decisions)  6th grade students will reflect on and focus project on transitioning from elementary to middle school. |  | Zigo, D. (2001). From familiar worlds to possible worlds: Using narrative theory to support struggling readers' engagements with texts. *[Journal of Adolescent & Adult Literacy](http://www.reading.org/publications/journals/jaal/index.html" \t "_blank)*, *45*, 62–70.   * When teachers encourage students' natural inclinations toward narrative forms of meaning making, in conjunction with text-based lessons, the students appear more engaged with textual content and demonstrate less resistance to reading material that might otherwise be challenging or frustrating. * Students respond to texts through narrative approaches, encouraging them to engage in role-playing and to allow memories, images, and stories to surface as they begin to develop interpretations. * Students are more likely to understand, recall, and care about what a metaphor means after having played with the word through a highly personalized, storied exploration of their own experiences of metaphorical language. |

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| **Technology Materials and Resources** |  | **Other Materials and Resources** |
| IPods – used to develop background knowledge  Computer lab – Wordle and Glogster |  | The Seven Habits of Highly Effective People book and study guide.  Powerpoint presentation with figurative language definitions |

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| **Student Self-Assessment Strategies** |  | **Student Goal Setting Strategies** |
| Proofreading – students will read written words out loud to make sure wording makes sense. |  | Student will identify 3 personal and 3 professional goals for the 8th-9th grade transitional year. These goals will be incorporated in wordle, blogs, and glog. |

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| **Tier 1 Interventions (Universal) and Students** |  | **Strategically Planned Questions** |
| Students will work in teams of two. |  | What are transitions?  Why do I need to understand transitions?  How do transitions apply to 7 Habits novel study?  How do transitions and strong transitional skills relate to me as I move from 8th to 9th grade? |

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| **Tier 2 Interventions (Targeted) and Students** |  | **Vocabulary** |
| SPED teachers and literacy tutors given teacher instructions as to how to support individual students.  At-risk students allowed to work with a partner. |  | Transitions  Alliteration  Onomatopoeia  Simile  Metaphor  Personification  Hyperbole |

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| **Tier 3 Interventions (Intensive) and Students** |  | **ELL Strategies** |
| Visuals of people going through change/transition. |  | Visual and step-by-step written instructions provided in direct teaching.  Figurative vocabulary pre-taught in prior novel study. |

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|  | Activities and Lesson Procedures | Pacing |
| **Motivation (hook)** | Activate prior knowledge with KWL graphic organizer. What are transitions? Students may use classroom IPODS to help complete the chart. | Day 1 |
| **Introduction** | This project integrates reading (book study) language arts (figurative language and writing), technology (Wordle, Glog, Blog), and life management skills (What will my transition from 8th-9th grade be like?). | Day 1 |
| **Direct Teaching** | Fundamentals:   1. Transition defined middle to high school 2. Figurative language defined and examples shared 3. How to create Wordle and Glogster on teacher presentation board 4. Review and practice re: blogging 5. Big picture thinking – Using figurative language sentences and phrases, students define transition as they expect to experience it and use Wordle and Glogster to express individual definitions and to demonstrate understanding of figurative language. 6. Expectation and rubric presentation. | Day 2 |
| **Guided Practice** | Students will write definition of transition in notebook and free write what this may mean for them 8th to 9th grade.  Students will write definitions of figurative language, copy teacher example, and write own example. Share examples with class.  Teacher will present “how to” with Wordle and Glogster  Class discussions and questions.  Teacher questions how we will package book study, technology, and figurative language into project package.  Review rubrics.  Students begin project in computer lab. | Day 3-4 |
| **Feedback** | Ongoing feedback peer-to-peer and teacher-to-student | Day 3-7 |
| **Independent Practice** | Students write about transition into 9th grade, create Wordle , write blog reflection about Wordle, and Glog. Wrap up with overall Blog reflection as it relates to 7 Habits book study. | Day 3-7 |
| **Closure** | Students present Wordle, Glog, and Blog to classmates.  Evaluation/Assessment: Rubric for Wordle, Glog, Blog, and oral presentation  Paper/pencil assessment of figurative language terms and matching definition  Publish Wordle and Glog documents by posting printed documents in 8th grade pod as well as online. | Day 8-12 |